

# School Activities



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# School Activities

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# *As the Editor Sees It*



According to Newsweek, January 3, 1949, "A new quiz show in which all the contestants will be schoolteachers is planned for the spring. It will have a 'name' quizmaster." Our reaction—no self-respecting or serious-minded schoolteacher would participate in such a cheap, education-burlesquing program, a program which places a premium upon a few isolated, unimportant facts—the memorization and re-citation of which in no way represent the purpose of education.

The other night we watched an elementary school basketball team run itself ragged while piling up a big score against an inferior team. A few minutes later we watched it in a pitiable attempt to play a creditable game against another team of about its own stature. Two successive games are too many even for a well-trained high school or college team. Two successive games for a grade school team are unthinkable.

Some high school coaches are becoming "leery" of Christmas vacation and other during-the-season tournaments, realizing that these leave them with exhausted players for their regularly scheduled games.

Judged by the frequency with which it occurs, a regular element of the season's basketball schedule is tragedy — coaches and players killed and injured in automobile crashes while enroute to and from games.

We believe that comic book burnings staged by some schools is a poor procedure because it resembles too closely the book burnings of totalitarian countries. Why not bundle up the books and sell them for scrap?

After having taught for two years the only American college course devoted entirely to "dating," Dr. S. Harmon Lowrie, chairman of the sociology department at the Bowling Green (Ohio) State University, is convinced that this course properly belongs in the high school. He says

that it would not have to be taught even there if parents furnished their children with proper guidance. Dr. Lowrie's "dating" does not mean a round of social events but the general association between sexes which precedes the selection of a mate. Incidentally, after a study of 3,000 students, Dr. Lowrie found that frequent daters made better grades than infrequent daters.

According to a University of California master's thesis by Homer A. Irwin, 73% of the 7,298 athletic injuries of 1946-47 occurred in football, nearly 50% more in games than in practice. Of these, 15.2% were fractures, 30% sprains, and 26.8% bruises. Knees and ankles suffered most.

An end run was the setting for most frequent injuries. Off-tackle plays resulted in 62 concussions. Tacklers received seven times as many injuries as ball carriers, blockers twice as many. Halfbacks received the most injuries, centers the fewest.

Apparently the moral is—if you want to play safely, play center.

Add Clayton, Mo., to the growing list of public school systems which have abolished admission fees to athletic events.

The weakest part of student chairmanship (and adult, too, for that matter) is in the introduction of speakers. Far too often the chairman fails to realize that the members of the audience have a perfect right to know certain facts about the speaker, that is, why he was chosen. To present him by merely mentioning his name, or even his name and position, is downright discourteous both to him and his audience. And failing to make a few simple complimentary and "thank-you" remarks at the end of his address is similarly discourteous.

Howard Whitman's "The College Fraternity Crisis," *Colliers* for January 8 and 15, 1949, is a "must" for all high school teachers and administrators.

# Principles for Developing Creative Assembly Activities

**A**LL new assembly activities should be characterized by definiteness; understanding of and acceptance of responsibility, ease of operation, and sensitivity to student needs. Creative assembly activities should be guided by: (a) the size of the school, (b) its type of organization, (c) sponsors, (d) local interest, (e) background of students, (f) community traditions, (g) ideals and standards, and (h) the reconstructive purposes of the curriculum program. It is essential that a creative assembly program take upon itself the responsibility for directing and stimulating the thought and action of the student body and the community in directions which are beneficial, constructive, and broad. It is not enough that assembly activities satisfy present needs of the students and faculty. They should be far sighted as to purpose so that future needs will be anticipated and future outcomes be foreseen.

Creative assembly programs should be cognizant in structure, purpose, and content to the changing demands of our society as represented by the demands of an alive student body, which changes from semester to semester. Common areas of learning and common student purposes should be the core for creative assembly activities, but around these common areas and added to them should be programs which represent the sensitivity of the faculty-student program committee to the changing concepts of the student body and the community which they serve. It is because of this that participants in creative assembly programs, whether as audience or as active participants, should be asked at the end of any season for constant evaluation and recommendation relative to the continuation or expansion of assembly programs. Because this evaluation is dynamic and fluid in nature, the purposes of each assembly activity should be clearly defined to the student body so that the evaluations can be as objective as is possible in a subjective situation. The objectivity of student evaluation should be related to the objectives which

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the creative assemblies set up and attempt to achieve.

All creative activities should be held on school premises, during the school day, and during an activity period so as not to interfere with any other part of the curriculum. It is essential that these assembly activities take place at a regular designated time so that by their occurrence and nature they are accepted by the student body and faculty as definite contributors to the total curriculum picture.

Creative assembly activities should be characterized by active participation on the part of the school membership and, wherever possible, by community members who can give advice and instruction or assist in the production of the assembly activity. Assembly activities which are characterized by active student participation tend to develop well rounded pupil personalities. Within the scope of the creative assembly activities, flexibility should be maintained so that individual class projects may be presented as assembly programs to the student body and thus help acquaint the student body with individual class activities that are of functional value beyond the confines of a classroom situation. It is possible through such program flexibility to have a wide variety of activities and thus enrich the creative assemblies far beyond what is commonly done in many schools.

Through the integration of classroom projects and assembly activities, students receive many personal benefits. However, it is important to stress that the personal benefits are not the sole benefits which students receive—that through their creative assembly participation the school and the community are enriched; that through their participation in creative assemblies students render a wide service to their fellow students and to members of the community who otherwise

would not be acquainted with the activities of the school. It is because of this integration of activity that it is essential that the principal delegate further responsibility for creative assemblies to regular teacher-sponsors as well as to the student-faculty assembly activity committee. In this way, responsibility for the assembly activities can be spread over a larger area of personalities and the assembly program can be evaluated in terms of its contribution to the total curriculum process within the school.

Some practices for financing the creative assembly activities follow: It is urged that assembly activities be given adequate financial support by the board of education and that a centralized accounting procedure be developed and maintained for the management of all funds related to the assembly program. Regular ordered practices concerning any funds which accrue or are expended through the creative assembly program should be supervised by the administrators of the particular school, and, although the school board may not have any direct responsibility for creative assembly funds, it should be acquainted with any expenditures which are made against the fund of money held aside for these programs. Receipts, bills of any nature, and requisitions for materials should be deposited for board treasurer and the treasurer of the accounting and record with the school student-teacher assembly program committee. Any organization or class making any purchases against the school assembly fund should have proper authorization from the student-teacher assembly committee treasurer accountable for this fund. It is best that receipts be made out in triplicate for record keeping. All bills should be paid through proper invoice and should be countersigned. All checks and bills should be held available for semi-annual auditing. Regular monthly statements should be made concerning the expenditure of sums of money from this fund. This is done so that teachers, students, and administrators can be acquainted with the sum of money which is available for assembly purposes. It is a guide to further assembly programs and the expenses needed for such productions.

#### *Assembly Participation as a Guidance Aid*

It is urged that all students in the vari-

ous school activities at some time or another participate in creative school assemblies. This can be a useful guidance aid and should be closely tied up with a guidance program in the school. Any limitation to individual student participation in assembly programs should be based upon the needs of the individual student in conjunction with the guidance program of the school, rather than on any arbitrary rules or regulations. Most limitations for individual participation are artificial and unnecessary. Individual need and individual growth are the prime concern of both guidance and the creative assembly program. Because of this records of participation, including an evaluation of the student's participation in creative assembly activities should be made a part of the permanent record of the student. There are several reasons why this is important: (1) Prospective employers are interested in individual students' participation in such activities. (2) Colleges, for entrance purposes, are interested in such student participation. (3) For transference from school to school such records are valuable. (4) For complete evaluation of the guidance which individual students need, these records may be of inestimable value to guidance personnel.

#### *Experience Value of the Assembly Activity*

Important concomitant functions which should be considered as part of the creative assembly program are that it does train students for: (a) group leadership, (b) group participation, (c) ability to handle meetings, (d) ability to face their peers equally and without fear, (e) ability to express ideas clearly and convincingly. Also, it is a means by which students are taught how to maintain student offices, which is invaluable for school administrative purposes as well as for the present and adult life of the individual student.

Primarily, in developing creative assembly activities, it should be kept in mind that these activities are part of the educational philosophy and practices of good constructive schools. Supervisors should be aware that creative assembly activities demand careful planning and careful in-service training of teachers for sponsorship of such activities. In part, creative assembly activities are valuable for teacher training as well as for stu-

dent training. Participation in these activities enriches the experience of teachers and increases their poise and confidence and establishes close and workable relationships with students.

In a vital sense, creative assembly activities are a visible indication of the democratic philosophy of the school. They should satisfy: (a) student basic needs, (b) student basic aesthetic and ethical impulses, (c) student emotional needs and growth values, (d) student civic attitudes and behaviors, (e) student vocational needs and problems, (f) student skills in public speaking and meeting public issues, (g) student critical faculties and evaluations, (h) student self diagnosis and evaluation, (i) student therapeutic needs in terms of getting along with fellow students and himself, (j) student developing of new habits of behavior and thinking, (k) new attitudes of initiative and self reliance, and (l) constructive attitudes and behaviors with reference to social, religious, and moral problems. Perhaps, to the student, the greatest value is that creative assemblies answer the students' need for dynamic school spirit, school morale, and school pride.

#### SUMMARY STATEMENTS RELATIVE TO CREATIVE ASSEMBLY ACTIVITIES

On a basis of informal discussions with students and teachers in large and medium size schools, these assembly programs were most popular:

- (1) Musical programs
- (2) Movies
- (3) Student, class, or home room competitions
- (4) Discussion programs, forums, and quiz programs
- (5) School information and news
- (6) School talent shows
- (7) Plays
- (8) Fashion parades

The assemblies most disliked were:

- (1) Long speeches and lectures
- (2) Uninteresting student reports read from papers
- (3) Stage presentations difficult to hear and unrelated to the needs and interests of teen age groups
- (4) Lack of humor or comedy where it was supposed to be

- (5) Disorderly audience procedure during assembly programs

Suggestions for creative assembly programs, based on student opinion, are: (a) plays concerning teen-age youth, (b) professional musicians featuring classical music or symphonic orchestral numbers, (c) puppet shows, (d) sports programs, (e) art programs, (f) ballet and youth activity programs, (g) minstrel shows, (h) home room programs, (i) outside talent and celebrities.

In general, the students prefer that: (a) creative assembly programs be thirty or forty minutes in length, (b) programs be well advertised, (c) routine announcements be held to a minimum, and (d) no charge be made for programs. Many students should participate and students should preside over assembly programs; programs should be publicized in Appreciation letters to and from past per-local papers, with townspeople invited. Formers should be exchanged.

Students prefer that: (a) performances begin on time, (b) the stage be visible to all, (c) there be no delay between numbers, (d) the public address system be checked in advance, (e) all performers be off stage unless they are actually performing, (f) all programs and audience materials be distributed well in advance of the program's beginning, (g) all visitors be conducted through the school as part of the assembly program, (h) forums and panels be well planned and of interest to youth, and (i) intramural programs be included as part of student participation.

Group singing, orchestras, concerts, glee clubs, and one act plays are perennial favorites of the students and receive great support.

Planners of creative activity programs should take into account the fact that the greatest source for their programs is their own student body.

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# In Defense of the Laughing Stock

NOT long ago a high school junior came home with an engraved invitation to the junior-senior formal dance. The youngster had paid her class dues, dues that were to help finance the affair, dues that this child could not really afford, but in her own words, "the invitations were passed out in the American Democracy class, but across the bottom of the card was written 'Only couples admitted.'" This particular child did not date, not because she did not want a boy friend but because she was one of the tragic group that exists in every secondary school, those who want to be in things but who are just not popular. True, in this case, as in most such cases, the desired popularity was withheld because of the personality traits of the girl in question, but shouldn't the personality traits that are keeping such children from enjoying life among those of their own age be the particular concern of some adult connected with the school?

Any one who works among adolescents has seen numerous cases where normal young people really cannot be criticised for feeling "date Mary Jane? Why she's the laughing stock of the whole school. I'd never be able to live it down, besides having a miserable evening," but is it fair that Mary Jane's money should be used to help finance a school activity which Mary Jane is not allowed to attend?

Should not such a dance, if it is to be so restricted, be financed through ticket sales or through some other method, whereby those who enjoyed the function would be the ones who paid the bill? In the meantime, aren't the Mary Janes entitled to enlightened assistance that will help point the way out of the "laughing stock" class? Is it a valid excuse in an American public school that teachers are so busy with the affairs of normal students that they have no time to take on the extra load of the "queer" ones?

A question that comes up quite naturally is just what can be done about such a group. One counselor of high school girls has put it this way, "It is very easy to say that help should be given, but just how should it be done? What, specifically, would be the first step toward correcting

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such personality faults? Just what are the traits that cause the trouble?"

Some of the "misfit" group are the little fat girls, the boy with the thick glasses, the child who is not clean, those who have speech defects, physical or due to the fact that their native language is not that of the group in which they live. Children who are outcasts because of physical handicap. What could the ordinary small high school offer this group? True, removing the defect is practically impossible in most cases. The theoretically noble idea for other children who move in the normal set to absorb this irregular group as a gesture of purely Christian charity has only two major objections. One, pity is not a substitute for friendship, and two, the idea just does not work.

Getting back to the counselor's question, just what can be done? How about a *school project* club organized under the sponsorship of a well-liked teacher who is willing to work with children who may be unattractive in physical make-up and also in the things they say and do? Perhaps the group could have charge of school bulletin boards, keep scrap-books of cartoons, bits of verse and other clipping material that might be pertinent for school use sometime throughout the school year. Such an activity could offer the child a chance to work alone if he preferred, but work for the good of the group, be a part of a worthwhile contribution, grow gradually into a part of the group toward which he is contributing.

Perhaps some room around school could be set aside for a sort of office for the group. Here various scrap-books for material for different seasons and different activities could be kept accessible. Paste, scissors, and other materials could be at hand. Would money spent for subscriptions to magazines that specialize in cartoons and quotable verse, money spent for books of famous quotations and books of light verse be mis-spent as texts for something important to do for this group? Perhaps such scrap-book material as does

not apply to school situations could be made up into attractive books for use in convalescent wards of the local hospitals. Perhaps posters for plays and other school events could be projects of this club.

I have sponsored such a group and I know from experience that such a club can be made interesting enough so that eventually it attracts not only the *different* people for whom it was organized, but also a goodly number of those who are naturally school leaders. When this occurs the so-called *different* people have become part of a group. They belong.

The dramatic coach can do a great deal toward the general acceptance of unpopular people. Bit parts and character rolls offer excellent opportunities for including the lonesome boy or girl in an important school activity, and once given the chance, surprising talent may appear.

Another type of school organization that I have seen operate successfully with this type of boys and girls is an "Experimenters Club". The motto of the club was "Try it out". Radio sales talks told of shop girls wearing two different makes of hosiery, one kind on each foot, throughout the test period to actually see which make gave the best service. The *Experimentor Club* tried it out. With carefully set-up constructive comments in the school newspaper and in the school announcement sheet, the group who wanted attention at any cost were given attention and toward a good cause. Someone heard that strawberry pop would eat a hole through beefsteak. The group tried it out. A cook book mentioned that fresh pineapple would prevent jello from setting because it digested part of the gelatin, something else to really try. To be sure, such a club requires a good leader, one who is informed and alert, one who can always think up something to do, but in spite of the modern idea that students should be left to run their own activities without adult interference, clubs in high schools still have a way of being a success or a failure according to whether the leader is a success or a failure.

Here again a really successful start with irregular students can draw others, who are not irregular, into the group, just because it is fun to belong.

All of the unpopular individuals in school, however, are not in this group because of physical handicaps that make

them different. Perhaps even more tragic are those that are good looking, come from good families, have good clothes and every apparent requirement for social success. Still, other people do not like them. Here again the question arises, "What, specifically, can be done?" Suppose the child himself is the one who asks the question? I have had high school girls ask "What's wrong with me? What can I do about it?" They want to try something definite. Unpopularity, particularly with members of the opposite sex, can result from an endless number of causes. Unfortunately, teachers can not be trained in psychoanalysis, but sometimes a few simple suggestions can help.

Maybe the individual concerned is too self-centered and does not realize that any really outstanding quality or talent will be recognized by others without self-advertising. If the quality is not so recognized, perhaps it really is not outstanding enough to mention.

Why not recommend a few weeks making an honest effort to avoid such words as I, my, me, or other words that could substitute to mean the same thing? See if it helps. Maybe sympathy has been mistaken for friendship. Sympathy is pretty thin skinned. It does not wear well because it tries to exact too much effort from the other party. Tears have a habit of diluting friendship until it finally dissolves completely. Advise the unappreciated to avoid being a suffering hero in any way? Who wants to suffer anyway? Listening to other people talk about their suffering is even less desirable. Ask students to try to avoid the use of negatives of any sort—negative ideas and comments as well as flat refusals. Don't expect immediate results. It takes time for any change to be recognised, but see if improvement does not result.

Students who are not liked by other students are frequently not liked by faculty members. After all, faculty members are also human, even a teacher cannot like everyone, but does a person serving in the capacity of advisor have a right to belittle even those he does not like? I have seen a counselor in a girls dormitory hold a mock auction sale of the odd-looking clothes of two odd-acting girls who had gone home for vacation, for the amusement of the others in the group. It

is not uncommon for teachers to ridicule and actually mimic individual students when teachers get together. Has such an advisor a right to treat any of his charges as his own "Laughing stock"; even when he is among other teachers who may feel the same way?

Shouldn't those of us who work among young people really remember that even the queer and the stupid and those with physical deformity are sensitive people, real people with feelings and hopes and desires the same as any of their more normal companions. We are not being charitable when we try to help this unfortunate group realize some of their hopes. They, too, are Americans. We are merely giving them their just due.

## Honor System in Amarillo High School

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**I**NTRODUCED in the Amarillo High School in October, 1947, our honor system is unlike any plan heretofore attempted, we believe—except possibly the system in operation at the Paschal High School, Ft. Worth, Texas, from which school Amarillo received its inspiration.

The Amarillo High School plan is not a system of student-self-government or non-faculty supervision of examinations. It involves primarily a system of voluntary obedience to regulations. That obedience is obtained through the development of such factors as wholesome teacher-pupil relationships, school loyalty, and the practice of Democratic principles and persuasion, rather than force.

The Student Council is mainly responsible, from the student point of view, for the effective planning and administration of the System. The Council selects its own Steering Committee composed of five members of each class and five members from the faculty. The Steering Committee is divided into sub-committees on Publicity and Public Relations, Traffic, Building, and Grounds. These committees observe daily and report to the student body regularly, through the columns of the school paper and over the public address

system, on the progress of the Honor System and needs to be met. Almost daily, the "Voice of the Honor System," a student speaking anonymously, is heard over the public address at the opening exercise. The "Voice" takes the form of a sales talk for some phase of the System, or an appeal to higher motives than force for guidance in proper conduct.

There are certain liberties which students have under the Honor System. Among these are: the social hour—before school in the morning; the removal of tardy bells; no faculty supervision in corridors before school, between classes, at lunch periods or after school; no faculty supervision of lunch lines or the cafeteria dining room; voluntary payment of admission to pay-programs; voluntary payment of subscriptions to the school paper; and student supervision of all-school dances.

Much effort is spent to enlighten students on the meaning of such terms as: freedom, liberty, license, law, responsibility, and obligations. Much headway has been made along these lines. Students, generally, appreciate the privilege, the freedom to make their own choices. They are being taught that there can be no liberty without law, and that every privilege enjoyed carries with it an obligation.

No threat of penalties is ever made against violators of the System. Much effort is directed toward developing on the part of the pupils a feeling that their violations are against their fellows and that the penalty will amount to social disapproval. Some headway has been made in getting active assistance from the students in the correction of offenders. This form of Honor System is idealistic in that pupils are made to feel that they compose a high-type of citizen.

The System must be kept constantly before the faculty and the pupils. It must be understood as something more than a system of privileges. The principal objectives of the System are: (1) the strengthening of character through proper choice, (2) encouragement in the growth of a more wholesome and congenial teacher-pupil relationship by relieving teachers of much routine police duty, (3) the development of school spirit and loyalty, (4) the release of tensions on  
(Continued on page 207)

# Economies of Academic Costumes

**P**OPULAR practice—and probably a growing one—at high-school commencements is the wearing of caps and gowns by the graduates. One of the alleged justifications for this practice is that it is more economical. Those who favor academic costumes argue that new clothes are unnecessary, since they do not show beneath the gowns. Those against academic costumes argue that, although gowns make new clothes unnecessary, a great majority of graduates buy new clothes for the momentous event anyway and find caps and gowns an additional expense.

In order to obtain information on the subject, data were gathered from the graduating seniors of the high schools of Terre Haute, Indiana. Questionnaires were administered to seniors by their class sponsors, asking the cost of suits (or of coats and trousers, if separate) bought by boys since April first, and of dresses (or dresses and slips, if a dress required a special slip) bought by girls since the same date. The students were asked to report separately on clothes worn to commencement and to baccalaureate service, and whether the clothes worn to the baccalaureate were the same as to commencement.

Any comparisons made between schools should take into account the relative wealth of the families of the groups concerned. It generally is conceded that a family's economic status can be judged fairly accurately by the amount of rent it pays. Using rent as a criterion of family income, therefore, each senior's home address was sought on his questionnaire, and then the family economic level was determined by reference to a map of the city showing average rentals per block.<sup>1</sup>

Usable returns from 41 boys and 46 girls at Garfield High School, where caps and gowns were not worn, and from 67 boys and 62 girls at Gerstmeier Technical High School, where they were, constitute the principal basis for this report.<sup>2</sup>

The statistical findings from the usable questionnaires returned by the seniors of the two high schools are shown in Table I. First under the name of each school are

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figures showing the per cent of boys or girls replying who bought clothes for commencement or baccalaureate. The pupils not included in these percentages wore clothes bought before April first or borrowed clothes, in the case of commencement, or, in the case of baccalaureate, they wore either borrowed clothes, clothes bought before April first, or clothes worn to commencement.

Next under the name of each school in the table is a figure showing the relative cost of clothes purchased by the average of the pupils in each group who bought. In order to make the relative costs more meaningful, the absolute average cost for each Garfield group was called 100, and each corresponding figure for Gerstmeier computed to a number greater or smaller than 100, in the same proportion it bore to the Garfield figure.

TABLE I

*Statistics on Cost of Clothes for Commencement and Baccalaureate*

Activity	Sex	Garfield (No caps and gowns)		Gerstmeier (With caps and gowns)	
		Per Cent Buying	Ratio of Mean Cost	Per Cent Buying	Ratio of Mean Cost
Commencement	Boys	78.4	100	58.2	166
	Girls	93.4	100	93.5	71
Baccalaureate	Boys	13.3	*	1.5	*
	Girls	91.3	100	66.1	92

A further refinement of the comparisons, not shown in Table I, is a measure of their statistical significance. When the

actual means (on which the ratios were based) were compared, critical ratios employing the standard error were computed. These showed in both comparisons, for commencement clothes, the chances were 100 out of 100 that the differences between the two pairs of true means were eater than zero. In the single comparison for baccalaureate clothes, the chances were 83 out of 100.

#### CONCLUSIONS

The popular notion that caps and gowns at high-school graduation result in financial economy to the pupils, is not well supported by the data from two high schools in Terre Haute. If the Gerstmeyer graduates, recognizing their economic insufficiency, chose to cover themselves with gowns so as to conceal their ordinary clothes and save money, they failed, on the average, to do so. A somewhat smaller percentage of Gerstmeyer boys bought suits than was true at Garfield, where gowns were not worn, but the average cost of the Gerstmeyer boys' suits was considerably higher than Garfield's. Practically identical percentages of girls at the two schools bought new dresses, and although the Garfield girls' dresses were slightly more expensive, the higher cost could as well be attributed to their greater economic ability as to their absence of gowns.<sup>1</sup> Furthermore, the rental cost of caps and gowns practically offset the difference in average costs of dresses. Perhaps the chief evidence of economy by use of caps and gowns was the somewhat smaller percentage of Gerstmeyer graduates buying special clothes. In so far as the data of this survey are a basis for conclusions, the use of caps and gowns at high-school commencements will have to be justified or defended on other grounds than economic.

<sup>1</sup> Median Rentals by Blocks, Real Property Inventory, Terre Haute, Indiana., Governor's Commission on Unemployment Relief, Project 84-F2-79.

<sup>2</sup> All returns from Wiley High School were discarded because the questionnaires were administered carelessly there. This is particularly regrettable, since Wiley had the largest graduating class in the city, and since its pupils are presumed to represent the families of greatest wealth. All returns from Indiana State Laboratory School were discarded because the class was too small for its data to have statistical significance. Twenty-four replies from Garfield seniors, and 18 from Gerstmeyer, were thrown out, chiefly for the reason that several pupils lived in rural areas not covered by the map of rental values.

\* Since the percentages of boys buying clothes for baccalaureate were very low, any comparison of costs would lack statistical significance.

<sup>3</sup> With 100 representing the average economic

ability of the families represented by the Garfield graduates, the ratio for the Gerstmeyer boys was 70 and for the girls it was 92.

## Student-Made Yearbook Covers

CARL TOWLEY

*High School Publications*

*Hopkins, Minnesota*

OUR school's receiving a citation for original design on student-made yearbook covers brought us many inquiries as to how it was done. Perhaps a brief account of the procedure might be of interest to high schools generally. The contest in question was held in connection with the annual convention of the Minnesota High School Press Association at Brainerd October 8 and 9.

Our staff has been plagued with the usual budget troubles that prevent the buying of heavy, padded yearbook covers, but at the same time was endowed with an over-abundance of energy and willingness to work to satisfy the clamoring for something other than paper covers. We decided to do something about it. Experience in a country-weekly print shop during the depression promised to pay off.

We bought a quantity of paper cover stock resembling grained leather and had it cut an inch larger each way than the size of our finished cover. One of these pieces would be placed face down on a table, and on it placed a piece of chip-board the exact size of our desired cover. This would leave a half-inch margin on all four sides. These sides were then bent over the chip-board and hard-creased. Padding was made by alternating sheets of print and onion skin paper — about seven of each. This was cut slightly smaller than the chip-board.

After the hard-creasing, the chip-board was lifted out and the padding placed next to the cover and the chip-board replaced. The sides creased over were then pasted down firmly and left to dry overnight. Several glues were tried, with about the same results — rubber cement, library paste, linoleum cement and Rog-er's Glue. This year we are going to use the last-named exclusively.

The next day, colored end-sheets which  
(Continued on page 207)

# Como Esta Hecho

**I** SPEAK, you speak, he speaks. *Hablo, hablas, habla*. Does that sound familiar? But language study in the Okmulgee High School is so much more than just practicing verb conjugations. Not that there aren't verbs. There are. Lots of them.

But the principal, on passing the door, is just as likely to hear, "But we want an avocado salad and those things, what are they called, that are the Mexican equivalent of our hamburgers? A *taco*, that's it. If we're going to have a luncheon meeting let's have good eats!" Or perhaps what he hears, instead is, "Why I can bring a whole car load of rummage. Last time we sold \$60 worth, remember; and at that rate we'll soon have enough transportation money to send the entire French class to New Orleans."

For in the language department of the Okmulgee High, learning is indeed by doing. The boys and girls don't just read about tortillas; they make them, and then cook them up into delicious *enchiladas* and *tacos*. For the big occasion, they borrow the homemaking kitchen, and the entire class piles in. Pupils draw straws for their responsibilities; and soon everyone is busy, some mixing the chili powder into meat, some weeping over the onions, still others beating whipped cream for the chocolate — and all of this to the plentiful advice of those who drew clean-up, and temporarily, therefore, have no other occupation except that of handing out wise-cracks.

The second-year Spanish classes don't just talk about the contributions of their Pan-American neighbors to our standard of living. They fill the first floor display case with these products so that all may see. One year, they presented as an assembly program a pageant in which the various countries brought their gifts to better living and laid them at the feet of Miss Pan America. In the grand finale, the auditorium rang with the vigorous chorus of "Saludos Amigos". When the program was over, Jack Thompson stood for a moment looking down at the stalk of bananas, the sheet of tin, the two bottles of quinine, a handful of chocolate bars, and the baskets of flowers, and all the

EVELYN MONTGOMERY

Head Department of Languages,  
Okmulgee High School,  
Okmulgee, Oklahoma

other gifts which would have to be cleared off the stage.

"Gee," he muttered, "until I actually saw all these things laid out here, I didn't really understand how much we owe to our Latin American neighbors. All those things you have been telling us were just so many words. You know, I'm awfully glad that we gave this program."

"So'm I," Pat Worstell chimed in. "This has been more fun than I've had, yet, in anything we've done in school."

At Christmas time there is always a Christmas party with the *posadas*, and the carols, and the breaking of the *pinata*. Of course, the floor is always a mess afterwards, with candy and nuts scattered even into its corners; but someone always seems automatically to get a broom and clean it up. The Latin classes have their carols and their Christmas observation, too; and the French classes have their party on January 6, with gifts hidden in the shoes, and the big cake in which the bean which will bring good luck to the one in whose slice it appears hidden.

B-5 in Okmulgee High School is a gay room. The pupils worked to make it that way. Two of the boys took out two of the five shelves in the wall bookcase, and by painting the interior white, and by replacing the doors with ones of glass, converted it into a display case. While they were doing this, four of the girls painted on the back wall the maps of Spain and France and hung a huge muslin crayon map of South America between them. Tying the three maps together is the slogan "Languages, America's Need for the Air Age." In the meantime two of the other girls had painted the bulletin board white and decorated the edges with decals in Mexican design. As their project for the year, eight of the pupils took the responsibility for keeping suitable material, fresh each week, on the bulletin board — each pupil being responsible for a month's displays. There are many pictures in the

classroom, and above the blackboard which crosses the entire front of the room hang the Pan American flags.

It's a gay classroom, one in which the pupils learn to read and even to speak Spanish. "*Un billete de ida y vuelta sera mas barato*" (a round trip ticket, he is more cheaper". And there in the classroom, in actual conversation, the pupils buy railroad tickets, order their lunch, get a flat tire repaired. Though the grammar is sometimes atrocious, it is more often surprisingly good. That's because there is the set of records on which the young would-be-linguists can listen to actual Spanish being spoken by 23 native Spanish Americans. After they have listened to the record and have practiced from the accompanying dialog sheet, they can try their luck on the disk recorder and compare their voices with that of the native speaker.

Movies, spirited discussions on the Good Neighbor Policy, folk singing, folk dancing, the reading of book-length novels. It's truly a busy program. *Hablo, hablas, habla* — but just as likely: "This salad is really delish:"

A picture of an Okmulgee class in French appeared on the December cover of *School Activities*. The photograph was made by the *Torchlight* staff, under the direction of Dorothy Mae Finklea.

## Pep on Trial

EDWARD J. LAUTH

*Teacher, Allegan High School  
Allegan, Michigan*

Attendance at basketball games was good, but the cheering was marked by great self-restraint on part of the rooters.

This situation at basketball games last winter drew several attempts at corrective measures. The most successful stunt seemed to be one of the assembly programs conceived and staged by an A. H. S. junior, Don Weston.

As the curtain rolled back, the stage was empty, except for a desk and about twenty chairs. After a short pause, a tall square-shouldered boy came out from the wings and solemnly read a statement that

the "Court of Allegan High School" was about to convene to hear such cases as should properly come before it.

This bailiff then issued a call for 12 citizens of A. H. S., good and true, to come forward to do their duties.

There was an immediate migration from a corner section of the auditorium, and it soon developed that the jury was prepared for a long session. They brought pillows, magazines, and a supply of "cokes."

The judge was solemnly announced. He was a little, short boy (with a good voice) who immediately made himself at home by propping his feet on the table, solemnly giving a vigorous rap with the gavel, and ordering the first case to be presented.

The first case was against Kenny Hunt. He was charged with committing mayhem against several opposing basketball players. The gravity of this charge was apparent because Kenny is the smallest man on the A. H. S. basketball squad.

Kenny pleaded guilty to the charge and was told to wait sentence. In turn, the assistant coach was hailed before the bar. He pleaded "not guilty" to the charge of being a general nuisance, but the jury apparently had seen pictures of juries of the French Revolution period, and expressed little sympathy.

Next, a meek young lady was charged with "not cheering", and finally the principal of the school was called to show reason why he should not be expelled from school.

The sentences of the judge were then handed down. Sentence was suspended in the cases of all the defendants excepting two. The girl spectator and the principal were ordered to "lead a yell at the game tonight." After the uproar of approving laughter and applause died down, the judge continued, "or lead a yell now."

The principal, Mr. Kenneth Letsinger, took off his coat, told Betsy to "come on", had the students move to the front of the auditorium, and then vigorously lead them in the loudest yell heard in A. H. S. for a long time.

The regular cheer leaders then took over to conclude this "pep program", which really had pep.

# Quizlets

WHERE good mental hygiene is the rule, the school atmosphere is healthy and the society, wholesome and natural. When the snow is "packing", such a school produces snow sculpturing all over its white lawns. When spring arrives, picnics, beach parties, or hikes are automatic. A fourth grade class will go ski-ing with an expert when they are studying Norway and will treat their pals to a spaghetti meal at noon when the Italian mothers in the group say they are ready.

Going to such a school is living. Living is solving problems—our own problems. So—when continued high snow and biting cold produced daily noon-time attendances of 200 in place of the usual fifty, a plan for group activity during the noon hour was sought. A quiet game committee functioned for a while. Older classes danced in the corridor. The projection force showed movies. But the boys and girls who were studying the problem with the principal were not satisfied that they had the answer. It was then that QUIZLETS came to a boil. The lower the temperature outside, the greater the "boil".

For several years quiz programs had been held at intervals in assembly periods. Carefully planned, they produced entertainment, competition between class groups, and some education. Therefore it was logical that the sixth graders struggling with the noontime problem should hit upon quizlets (little quizzes) as a scheme to make the disorganized hour a time for happy, controlled activity.

First of all, you need a loud speaker, microphone attached. The larger the group, the more necessary this mechanical adjunct. It solves the task of focusing attention on the individual performer. It lifts the untrained voices of the changing competitors to a volume that can reach the tepid sixth grader in the far corner or the fat girl still working noisily on her sandwiches. It represents the radio—tin god of science to the 8 to 12 year olds; and thereby it pulls the program out of the amateur class. Of course, the youngsters didn't reason that, but they did listen to the loud speaker, and most of them looked

DR. CHARLES T. DIEFFENBACH

*Principal, Malcolm S. Mackay School,  
Tenafly, New Jersey*

forward to the time when they would have a chance to talk into the "mike".

Second; there must be an alert committee—boys to set the stage and maintain the instruments; to take over the quizlet when telephone calls, visitors, unexpected conferences, detain the director. They enjoy their proud positions, treat their tubes and connections better than they do little brothers; and it is suspected that they would rather run a QUIZLET than eat.

Third—careful planning and welcomed inspiration. What follows has been written to tell you more about both, and to share our merry times with any of you who would like to try QUIZLETS at noon but who are not confident of a continuous flow of inspiration. And who is?

## CHOOSING THE PARTICIPANTS

You can be stodgy about this first step and invite all sixth graders up one day, and fifth the next, ad infinitum. Or you can inject into this simple task a note of variety. A surprise somewhere every day is an objective which when reached makes the program ever popular. To-day we might pick "all the boys and girls whose last names begin with A, B, C, D, and E". To-morrow it could be "all brothers and sisters". Or "all Johns and Marys".

## ON YOUR MARKS

The competitors hurry to the stage, knowing nothing about the form that QUIZLETS may take that day, but certain there will be fun. The committee lines them up and leads them past the "mike" where they introduce themselves. No formality, please.

Then the director, usually the principal at Mackay, sometimes the committee, takes over. It would be pleasant to tell how the eleven-and twelve-year-olds, under supervision and guidance, carry off these programs. But it isn't so. Days are not long enough to permit pupils to do all the pre-planning that would be nec-

essary for smooth operation of the QUIZLET program under their direction. We dare it once in a while, and the audience reaction is prompt.

Committee members keep score; they operate a stop watch for speed contests; they are very necessary to the success of the QUIZLET without doing too much of the direction.

### THE QUESTIONS

Where do the questions come from? Life is full of them. Fifteen minutes will produce a good QUIZLET about your school. Books, standard tests, sporting pages, the movies, the radio—all pour forth material. Competitors have picked at times their favorite subjects; once the competitors asked each other. Variation, again, is as important here as everywhere else in the program.

When a mixed group of grades are represented on the stage, then the questions must meet widely divergent abilities. Suppose the QUIZLET is on numbers. We might ask the older pupil whether  $3\frac{1}{16}$  is greater than  $1\frac{1}{4}$  and ask the lower grader whether 27 is more than 36. Anyone who has lived in an elementary school for a few exciting years can do this sort of thing. (If the years haven't been exciting, you can't do it—and you can't operate a QUIZLET program.)

At times, a mere director finds it wise to listen to his audience. When the writer asked a third grader "Where do we find dikes?" and the QUIZLET kidlet looked blankly back at him, he was prepared to wave the child to his seat until a third grader in the audience spoke up. The director had failed to remember that the new curriculum in use this year put Holland further along. He had to find another—and fairer—question for the third grader.

Before offering you a vast selection of material which we have used with greater or less success during the first year of our program, it should be emphasized that QUIZLETS must not always be immersed in school subject matter. Far from it. Yet a question like "Raise your left hand," asked a first grader was challenging and educational. And "What town do we reach by walking west from Tenaflly?" has more thinking in it than many classroom exercises. So don't be afraid to ask whatever the moment suggests. From

some of the following examples, you may learn the necessity for a minimum of inhibition as you play the game.

### SAMPLES FROM SCHOOL SUBJECTS

This is the simplest form of QUIZLET, the one that grows out of the book-learning of the grades. These samples indicate the tremendous variety possible.

#### SIXTH GRADE

1. What are Crusaders?
2. Name a building with square base, triangular sides, and a point for a roof.
3. How many legs has a fly?
4. Spell "usually".
5. How do you read the number .005?
6. Mental arithmetic— $1\frac{1}{2}$  plus  $1\frac{1}{4}$  plus 1?
7. Who is famous for his dog books?
8. Recite the first two lines of any famous poem.
9. Name a prehistoric animal that was able to fly.
10. How are these three men alike? (Bell, Field, Marconi.)

#### FOURTH GRADE

1. What do we call deep "arms of the sea" in Norway?
2. What part of the rhubarb is used for food?
3. From 10-to-twelve to one o'clock is how many minutes?
4. Who is the Spaniard who discovered Florida?
5. How many ounces in a pound of meat?
6. Which (to, too, two) do you use in this sentence?

I am going, too.

7. Which is greater:  $7 \times 8$  or  $6 \times 9$ ?
8. Name an animal that changes color to protect itself.
9. Name three Mediterranean countries?
10. Where do you put quotation marks in this sentence:

He said that he would come right back.

#### SECOND GRADE

1. Add four and four and four and four.
2. Name a song about snow.
3. What should be at the end of every sentence?
4. What is missing from this lunch: apple, milk, bread, butter, meat.
5. Name an animal that sleeps all winter.

6. What is the boy's name in the morning reader?
7. Tell me the difference between taking and bringing.
8. What is the Mexican word for hat?
9. Why did Tommy in **THE BATHROBE THAT WALKED** like to wash ever after?
10. What time is it?

#### A SMATTERING FROM NON-SCHOOL SUBJECTS

These QUIZ-LETS can be built around items in the news, in sport, just plain, common sense, about the school, about the town, about many other things. Without pausing to discuss it, let us list a quick QUIZLET sample.

#### FIFTH GRADE

1. What town lies south of ours?
2. Name two men who are trying to be our next President.
3. What radio program tells interesting Bible stories?
4. Which is luckier: 3, 7, or 11?
5. Name a woman athlete.
6. About how many children in our school? (Within 25).
7. What kind of an evergreen stands in the northeast corner of our front playground?
8. What streets are marked by the police for sleighing?
9. How many holidays have we had so far this year?
10. What would you do if a splinter should go deeply into your skin right now?

#### THIRD GRADE

1. What animal is the hero in **NATIONAL VELVET**?
2. What is your telephone number?
3. What museum in New York shows animals of olden time?
4. Name three instruments in our school orchestra.
5. Who is the other third grade teacher?
6. If the door patrol says "Rubbers" what do they mean?
7. What age must you be before you may join the cubs?
8. How many sides has a square?
9. Is our town bigger or smaller than Englewood?
10. What is the second line of "O Little Town of Bethlehem"?

#### FIRST GRADE

1. Who is Lassie?

2. Hold up your right hand.
3. What is the name of our school nurse?
4. Does your class have more boys than girls in it?
5. Tell me two ways of sending messages to people far away from us.
6. How do you send a fire alarm?
7. Name three holidays.
8. What game did you play in class today?
9. What is the name of the big playground across the street?
10. Why do we tell children not to ride bikes on the school sidewalks?

#### SPELLING TRICKERY

Many novel QUIZLETS have been invented at our school. Here is one that combines spelling and language usage in a pleasantly subtle way. The director instructs the QUIZLET kidlets to be prepared to offer a sentence that will begin with the last letter of the word he names. He explains by an example: "The word is 'promote'—the last letter is 'e'. The sentence could be 'Everyone went home'". Complete sentences are required.

Variations of this type can be devised. The word can be named and the competitor be expected to name an animal whose first letter is the same as the last letter of the word named. This kind of QUIZLET lends itself to staccato, time-controlled fun, productive of excitement and fast thinking. Sometimes the animal named furnishes the last letter from which the next animal must come. Sometimes we use the game for plants, or countries, or people.

Your own fun-loving inspiration is just aching to be turned loose on the possibilities. Caution as before—be sure to grade the words to the grade level, and plan a few ahead of time.

I can't leave this without describing a variety which the boys and girls liked immensely. Bill Lucas was asked to name an animal whose initial letter was the same as the middle letter of his last name. He might answer "cat". Then Bob Lampert was asked to name a European city beginning with the middle letter of his last name. This could have been "Prague"—it wasn't. Jean Holt had to name a bird beginning with the only vowel in her last name. This produced "owl", and the idea produced a fun-full half hour.

While on the subject of spelling, this

game is old but good. The committee wheeled in a blackboard and wrote the word AMERICAN before the contest started. The competitors were asked to offer small words made from the letters of the large word. When the well seemed to be running dry, the name was changed to MACKAY SCHOOL. I remember the question that finally produced a winner by eliminating seven stubborn contestants. The word was CHAMBERLAIN, the name of one of our popular teachers. Words had been made in great numbers, when the question was asked—"The first one to produce the name of another teacher in our building made from some of the letters given above (CHAMBERLAIN) will be named to-day's winner." The answer was 'LEACH'—and it was not easy. I mention the happening to show that every sub-division of every variation of every word game has new possibilities.

#### SAMPLE GAMES

The following is a stenographic record of the responses given by the successful competitors in a QUIZLET where it was required to name animals, the first letter of the new animal deriving from the last letter of the previously named one. For

comedy relief, the failing responses should have been reported. Sorry!

cat tiger rat turtle eel lion nightingale eagle elephant tarantula ant trout termite elk kangaroo owl louse.

The "e's" and the "t's" come up very often. When your own supply is running out and contestants still clutter up the stage, shift to the PLANT variation.

eggplant tomato onion nasturtium maple elm marigold daisy yam mint tulip pine (there could be endive, escarole, and probably a few more; but we stopped there.)

Geographical names end in "a" and "e" very often; witness the record made of a contest of this kind.

America Alps Switzerland Denver Russia Asia Australia Atlantic (Ocean) Canada Africa Allegheny (Mountains) Yorktown New York Kentucky Yale (the judges passed it.) Europe England Dover Red (River) Denmark Kalamazoo Oregon North Dakota Amazon (River) New Jersey.

The number of geographical names beginning with "Y" is growing in our vocabularies since the first time this game was played.

## C. A. R. E.

"Yesterday I received the C. A. R. E. parcel from your country and I received your name as the sender. We were pleasantly surprised that there are so many good people to help us poor Austrians. In the name of my whole family we thank you for your kindness from the bottom of our hearts, and we hope that God may return the kindness to you."

Such expressions of gratitude as this have convinced students of Washington School of the urgent need and even the despair of many of the people in foreign lands — people whose very hearts are laid bare in profuse thanks when they receive a gift from abroad. The brief quotation above was taken from a letter sent by an Austrian family who had received one \$10.00 C. A. R. E. food package from the students of our school.

During last spring semester, our 620 students gave \$241.82; an average of more than 38c per student. That money provided twenty-four packages of food

IRVIN C. FUTTER,

Principal C. A. R. E., and

MARJORIE THOMAS,

Director of Social Service,

Washington School,

Alameda, California

and clothing to needy families in Europe. Students have never been requested to give large sums of money, but they have been asked to give their spare pennies. Our goal this year is "one less candy bar a week and five cents for C. A. R. E." Some students cannot afford to contribute, and so no record of individual contributions is kept, so those students are not embarrassed in any way.

Grateful schools and families in England, France, Finland, Holland, Germany, and Italy have been recipients of our gifts. One English lady, who wrote her appreciation to our student body, expressed the feeling of all donees by saying:

"It is difficult for me to express in full our sincere appreciation, but I trust you will understand how our hearts have warmed to you all, who, though not knowing us, nevertheless gave so generously."

That letter and many more — some written in foreign languages, but all expressing the same kind of deep, heart-warming gratitude — have prompted our student body to continue the drive for another year.

The drive is conducted by the Social Service Commission, which is one of the twelve commissions that make up our student body organization. The work is carried on under the leadership of a Social Service commissioner and an assistant, who are appointed by the elective officers of the student body (6, 7, 8th grades). Each homeroom in the school is represented on the commission by two representatives. Each of the other eleven commissions has a somewhat similar plan of organization, and all are equally as enthusiastically engaged in a school project.

At bi-weekly meetings the Social Service Council discusses progress of the Drive. Representatives offer suggestions for improving the work of the Council and discuss methods for arousing interest in contributions.

C. A. R. E. collections are taken in homerooms everyday. In most rooms, a box is available for contributions at any time. On Friday the Social Service Commissioner collects this money to be banked temporarily or sent directly to C. A. R. E. Headquarters, New York, N. Y. If students of a homeroom amass \$10.00 in four weeks, a box is sent in their name to any person or organization they may designate. Frequently packages are sent to relatives of a student in the homeroom. If one class does not collect that amount in four weeks, the money collected in all rooms is sent to families and schools in the name of the Students of Washington School. Students are anxious to send packages in the name of their homeroom, and many classes sent as many as two boxes last semester; one room sent four.

Posters and a graph showing weekly homeroom donations help maintain interest in the Drive. Two Social Service representatives are responsible for marking

weekly donations on the graph, which is posted in the school library. At the end of each semester, a final tabulation is made and graphs are put on display for all to see.

Student interest in C.A.R.E. Drive has steadily grown since its inception over a year ago. After a homeroom has sent a package, the teacher is continually beset with questions as to whether she has received a reply. And each reply, when received, makes the students more conscious of the needs of people of less fortunate nations. Such letters as the following, received from Holland, not only arouse their sympathy, but also help them to better realize what it is to be hungry and cold:

"With this letter, my family and I wish to thank you for the food parcel received from you good people. I want to assure you that we appreciate this very much, and have enjoyed the wonderful and delicious food which gave us body strength. But at the same time we are built up spiritually because now we know that there is still neighborly love in the world."

In the seventh grade our students study Europe, but no amount of class work could make us realize the great need of these people as much as one such expression of gratitude. No number of textbooks could help us to understand these people as much as direct communication with them. Nothing, short of an actual journey to Europe could draw us closer to her people at a time when world understanding is so sorely needed.

Proof of the lasting effect the C.A.R.E. Drive has had on our students was seen in one homeroom at the close of the spring semester. They were faced with the problem of disposing of a money prize they had won in a Papar Drive. One of the students, who had for the entire year been without interest in C. A. R. E., made the suggestion and motion that the money be placed in C. A. R. E. The motion was carried by a large majority over the second choice, a party.

It takes great creative vitality, producing lasting words, to make transient words, coined out of the conditions of the passing days, into permanent speech.—

*Edgar Lee Masters.*

# ASSEMBLY PROGRAMS

## for March

Every secondary school should strive toward having as many students as possible participate in the assembly. If a few talented students appear again and again on programs, the fundamental purpose of the assembly is defeated.

Participation does not necessarily depend upon performance in the program. Here are a few types of participation which provide valuable educational experiences for students:

1. Serving as chairman or master of ceremonies
2. Audience participation, such as in discussions, group singing, etc.
3. Displaying proper audience habits and attitudes
4. Taking part in stage performances
5. Helping to plan and direct programs
6. Writing scripts and other program materials
7. Being on stage or make-up crews
8. Handling stage lighting and working in projection room
9. Designing and making costumes
10. Making and painting sets
11. Advertising such as making posters, writing articles for school paper, etc.
12. Taking pictures of scenes for school publications
13. Serving as ushers and door-keepers
14. Making suggestions for improving programs, helping to evaluate programs, etc.
15. Helping to make student government operate in the assembly

Students are usually interested in programs which they feel are "theirs". An ideal to work toward is a plan which will permit maximum student participation and direction, and as little domination by faculty as possible. Most programs should attempt to approximate life situations. There should be maximum opportunities for audience participation.

### PROGRAM SUGGESTIONS FOR MARCH

*Feb. 28-March 4: Assembly to Promote Yearbook Subscription Campaign.*

About this time of year many schools begin a campaign to promote the sale of the yearbook. A good method of stimulating interest in the yearbook and promoting subscriptions is that of an assembly program. An account of such a program has been contributed by Mrs. Walter Her-

C. C. HARVEY

*Salem, Oregon*

bert, Girls' High School, Decatur, Georgia. The report of this program, entitled "An Assembly for Sales Promotion," follows:

There is no better way to start your yearbook subscription campaign than with an assembly program. However, it must be cleverly done, entertaining, and a means of getting over the sales talk. The program should not be the usual thing, but it should contain an element of surprise connected with something in which students are interested.

Last year our staff was much concerned over the increase in cost of producing the yearbook. The problem was presented to the student body in assembly through a rather hilarious stunt based on a visit of the worried editor to a psychiatrist.

The psychiatrist encouraged the worried editor to unburden her worries on his strong shoulders. As she explained her worries, they were illustrated in pantomime. She feared the rising costs. The printers, engravers, and binders were striking for higher wages. Down the aisle came the union men marching with picket signs. She feared the book would be reduced in size, fewer pictures, fewer articles. On the stage three dancers gave the dance of the scissors, cutting down a large size book as they danced. The editor feared the business manager would be arrested. In dreadful pantomime, policemen arrested the business manager, despite her protestations.

The closing scene depicted the staff members discovering their editor in the psychiatrist's office. They had looked all over for her. They assured her that the student body was backing her one-hundred percent: the advertising staff would redouble their efforts to sell advertisements; every student would subscribe for a copy of the yearbook. What she needed the Doctor could not give her; namely, a vote of confidence. Nevertheless, he did give her a subscription to the annual.

*Week of March 7-11: Art Department Assembly Program.*

Authorities are in agreement on the point that a significant function of the assembly is to motivate and supplement classroom work and ac-

tivities. Some programs grow naturally out of class and department projects or units of study; others may be designed to introduce or arouse interest in a phase of the work. The art department is a source of interesting and educational programs, and an assembly based on art projects is a valuable means of arousing interest and appreciation for this department. Following are two accounts of art department assembly programs which might be suggestive to other schools. The first was contributed by Miss Velna Sollars, Dean of Girls, Western Illinois High School, Macomb, Ill.

The Art Cub (Palette and Brush) of Western Illinois State College High School, Macomb, Ill., sponsored an unique assembly program during the school year of 1947-1948. The assembly afforded the art students an opportunity to demonstrate the things they were doing and to share them with the entire school.

At the assembly, there was a short talk on the program they were to see and a few demonstrations. Then the students went from the assembly hall to visit the kind of activities that interested them. Demonstrations were put on for each activity by Art Club members. Many students visited all the activities listed. The program which follows describes the art activities presented in the various rooms:

#### PROGRAM — FUN WITH ART

Finger Painting Room 308 Mr. Crall  
Co-chairmen — Lois Gallaher, Patsey Wright

Max Sweeney  
Bernie O'Brien  
Don Smith

Water Color and Finger Painting, Room 27,  
Mr. Swain

Co-chairmen — Box Howald, Sally Ridings  
Peggy Pennington

Fred DeCamp  
Lewis Cary

Pencil, Chalk, and Charcoal, Room 321,  
Mr. Taylor

Co-chairmen — Barbara Hermetet, Charry  
Landis

Richard Ross

Drawing From Model Lounge Miss Sellars  
Co-chairmen — Gloria Gregg, Rachard Van  
Etten

Barbara Smith  
Wanda Elam

Modeling With Clay Room 325 Miss Hoover  
Co-chairmen — Dave Naber, Jack Ewing,  
Scott Miller

Cartooning Room 319 Miss Stull  
Co-chairmen—Duane Kutcher, Tom Snowman

Larry Selters

Fred Hendrickson

Movie on Mexico Little Theater Mr. Covert  
Co-chairmen — Dick Bale, Ralph Traddle

The second illustration of an art department assembly was submitted by Mr. C. B. Bartholomew, Art Teacher in the Missoula, Montana, County High School.

Each year, our art department presents an assembly program which proves to be one of our best. The program is planned under student leadership. All arrangements for program material, rehearsals, stage set, and stage assistants are made through the co-operative efforts of students.

Following is a description of one of our programs. The first scene was a demonstration of color mixing through the use of colored water. This showed simple color harmonies. The work of students was around a large easel and table. At desks grouped about in the background, students quietly worked on soap carving, papier-mache, block printing, modeling, bottle-decorating, charcoal drawing, and pastel drawing. After the color demonstration, one student made a large colored chalk drawing upon white paper on a large easel. This sketch was of a bucking bronco. As he drew, another student played western ballads on the piano.



Presenting the techniques for developing a group program.

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The next number was by a student who gave A. P. Herbert's dissertation on "How to Draw." She illustrated her points with sketches at the easel. The entire reading was delivered in a facetious vein. The final scene consisted of chalk drawings by the student. These consisted of caricatures of faculty members.

It was felt that this program fulfilled its objectives. The student body enjoyed and appreciated it, and the forty-five minutes of mixed entertainment and educational scenes were not wasted.

*Week of March 14-18: Irish Assembly for St. Patrick's Day.*

At the risk of overemphasizing assemblies for the observance of special days, an Irish program for celebrating St. Patrick's Day is suggested for the above date. This type of program may be educational, is valuable as a builder of morale, and is a lot of fun.

Following is an illustration of "An Irish Assembly for March" which might afford some new ideas. It was submitted by Miss Wilma Van Cradol, Roosevelt High School, Cedar Rapids, Iowa.

This program was presented for St. Patrick's Day by students in a thirty-minute program. Its purpose was to create an appreciation of some of the customs of the Irish, to inform the audience of Erin's contribution in the fields of literature, music, and the dance in our everyday living.

The curtains of the stage were decorated with large shamrocks forming the centers around which were scattered smaller shamrocks. Dress of participants was simple. Girls wore dark skirts, white blouses, green neck-scarfs, and dainty white aprons decorated with small paper shamrocks. Boys wore shamrocks in their coat lapels.

Two girls of Irish descent were featured as Colleens. Each was responsible for a solo; one an Irish dance; the other a song "An Irish Lullaby."

Irish songs and dances, a quiz about Ireland, and a paper on the origin and meaning of Irish names made up the program. It was introduced with a brief description and history of the country.

The songs used were: "Wearin' of the Green," "My Wild Irish Rose," "Believe Me of All Those Endearing Young Charms," and "When Irish Eyes Are Smiling." An explanation was given on the two main types of Irish music; the lullaby and the more lively type, such as "Wearin' of the Green." In like manner, the dances were introduced by a description of the jig which

forms a basis for Irish dances. The girls' gymnasium classes presented "The Irish Washer Woman" and "The Bridge of Athlone."

The quiz consisted of questions about the habits, superstitions, and customs of the Irish people.

This type of program is colorful, informative, and full of action. Then, too, there is no limit to the number who may take part.

*Week of March 21-25: Assembly Program on Etiquette, or An All-Nations Program.*

An interesting assembly program can be built around the theme of etiquette, courtesy, or social conduct. Sometimes such programs are presented as part of a special Courtesy or Better Manners Week. Sometimes such programs are connected with such activities as school dances and mixers.

At Lincoln High School, Wisconsin Rapids, Wisconsin, an assembly on etiquette is presented the week preceding the Junior-Senior Prom. The general idea of the program, which could be adapted to a number of occasions, has been outlined by Miss Christine Pedersen, Director of Assemblies at Lincoln High. Her account follows:

High School students are eager to do the right thing at school dances if they only know the proper etiquette. They want to know without having to ask questions. We take care of this by having an assembly on etiquette the week preceding the Junior-Senior Prom. This is of value to all the students and not merely those who will attend the prom.

Last year we had a little play in which we dramatized the right and wrong way of acting at the prom. The wrong way was a little exaggerated in order to bring out the difference. There were three scenes: (1) Boy calls for the girl. (2) At the dance. (3) After the dance at the home of a friend.

Most of this was pantomime, although in places conversation was added. The skit was very entertaining as well as informational.

One year we used the "Quiz Kids" idea. The class president chose a girl and boy to represent each class. The Prom King acted as chairman. The questions were picked from those handed

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in by the students. After the chairman asked each member of the class one question, the score-keeper, who was keeping score on a large chart on the stage, gave the results after each round.

This year we had a little skit which took place in Emily Post's private office. Her secretary opened letters from high school students (in order to make this more personal, names of our high school students were signed to the letters). The secretary took dictation from Emily Post as she answered letters. During this time they had two telephone calls and one caller. Questions asked were those common to any bashful high school boy who hesitates attending the prom for fear he will embarrass both his date and himself because of his ignorance on prom etiquette.

Much interest was shown in this type of program as the students who handed in questions were anxious to hear the answers to their individual problems. Not only are those pupils who planned to go to the prom interested in this program, but every student was anxious that his class win the contest.

Because students are aware of the right and wrong things in prom etiquette, they are much more careful of their actions at the prom. As a result, we have had more successful proms.

The librarian prepared attractive displays of books on etiquette on a reserved table in the library. Books were opened to a certain illustration with a card which read, "Here is What Your Date Expects of You." These books proved to be very popular, especially after the Prom Etiquette Assembly Program.

One of the things secondary schools are emphasizing at the present is making students internationally minded. A number of programs have been suggested which should contribute toward this end. One was the United Nations assembly suggested for early in the year; another is the program suggested for this week—An All-Nations Program. An illustration of such a program has been contributed by Miss Edris H. Thayer, Dean of Girls, Middletown High School, Middletown, N. Y. The description of the program follows:

In an effort to promote understanding of, and friendliness toward all nations, in the true democratic spirit, an assembly was presented at Middletown, N. Y., High School by the Modern Language department. It was introduced in the form of an international television broadcast, transmitting a dramatic enactment of the colorful folk-customs of many nations. Each foreign announcer introduced his part of the program in his native tongue, followed by a brief English translation.

A small village somewhere in the provinces of sunny, cheerful France was visited first. It was springtime and the country-folk were gay. Adorned in variegated provincial costumes, they were seen dancing and singing "Sur Le Pont d'Avignon," in which the dancers mimic various characters in the village. When the dance was finished amid shouts of "Bravo" and "Tres Bien," a young girl suggested "Plantons La Vigne," a rapid song describing the steps in wine-making. Another peasant agreed heartily and the two began to dance, accompanied by the singing of the group. As the song progressed the tempo was steadily increased until the couple whirled madly, finally dropping exhausted on the ground at its finish, while the spectators cheered.

Another French folk-song was presented, a stylized dance in which the movements are done with precision in unison. "Le Chevalier du Guet," the handsome town watchman, anxious to marry a pretty maiden, is asked to explain what he can offer to the lady of his choice.

Amid the applause of the country-folk the glimpse of French life was over and we were swiftly transported to old Mexico. Under its spell of warmth and friendliness we found a characteristic bit of Spain. The Mexicans were dressed in native garb; especially outstanding were the serapes and sombreros of the senors, and the bright sashes of the senoritas. They were dancing to the strains of "La Paloma." Following this the entire throng joined in singing and dancing the spirited Mexican folk-song "La Cucaracha." In this street dancing are found many opportunities for coquetry, and the senoritas were sure to take advantage of them. We left our jolly Mexican neighbors while they were singing another melody "Cielito Lindo."

By the magic of television we were taken to a region of snow-clad mountains and happy valleys. Bavaria, in southern Germany, is a colorful, kindly province with its beautiful scenery, genial people, its folk-songs, and folk-dances. The fun-loving Bavarians were gathered in the picturesque beer garden of a small Bavarian town. The men were dressed in the costume of the Bavarian Alps—knee-length trousers with

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colorful shoulder straps, and peaked mountaineer hats with feathers. The girls wore gayly striped dresses, white aprons, black bodices. As the scene opened, the group was singing "Du, Du, Liegst Mir im Herzen." A strolling accordion player was requested to play by the patrons, and in doing so, playfully sat on a young girl's lap—to her embarrassment and the crowd's delight. Then the group began "Schwesterchen Komm Tanz Mit Mir" and partners were quickly chosen for the dance. At its finish, Fritz, the handsome young dandy of the town entered the beer garden. After a rousing welcome, the crowd asked him to lead the "Schnitzelbank." Fritz nodded approval and comically led them through the stanzas—in question and answer form—pointing to large appropriate pictures as he went.

Amid the final strains of the "Schnitzelbank" we left picturesque Germany and traveled southward to sunny Italy. In the warm, smiling country we found a group of peasants gathering in the evening dusk. Some of the Italians were playing the game padrone but soon the traditional singing began. "Chena Luma" was the first choice. The peasants danced the well-known "Tarentella." Then came "The Woodpecker Song" and the beautiful "Come Back to Sorrento," sung by a pretty Italian miss. The bright costumes added to the gaiety of the scene. Red, white, and green, the Italian colors, predominated. The men wore many traditional ribbon-bedecked medals.

The final song was the rollicking "O, Marie" in which everyone joined.

Thus our travels came to an end, but the glimpses we had of other peoples will be remembered. Through them we saw carefree, friendly people of other countries who are not so very different from Americans.

*Week of March 28—April 1: Program on Some Theme Connected with Your State.*

Ideas for programs have been suggested on themes related to the school, the community, the nation, and the world. It seems appropriate to hold one assembly during the year on a topic dealing with a problem peculiar to your State, with the history of your State, or with a theme related to something taking place in your State. Perhaps there is an anniversary being observed in the State which could be made the basis of a program.

An account of a program on an assembly connected with a State topic has been contributed by Miss Irene M. Grubrick, Adviser of the Forum Club, Grover Cleveland Junior High, Elizabeth, N. J. This illustration follows:

During the summer of 1947, a Convention was held to draw up a new Constitution for New Jersey. The new Constitution was submitted to the voters in the November, 1947 general elections. The week preceding the election, a forum on the new constitution was conducted by pupils of the Grover Cleveland Junior High, Elizabeth, in a special school assembly. Leading the discussion were a panel of six students and a local judge who had been an active delegate to the convention.

Our students and faculty consist of about one-thousand members. To prepare these people for the forum discussion, the Forum Club and the art department co-operated in organizing a thought-provoking campaign of posters, cartoons, and cabinet displays. The citizens of this school community were encouraged to come to the forum prepared to participate actively in the informal question and answer period following the prepared talks. This was done by means of a guidance lesson sent to each homeroom for study and discussion. The school newspaper, too, helped to disseminate information on the subject.

Pupils made huge posters on why boys and girls should be interested in our new state constitution and displayed them prominently throughout the school.

These varied activities prepared the audience with basic information on the new state constitution and gave them a background for asking intelligent questions during the audience participation period.

Some of the topics discussed by the panel were: (1) The old Constitution and what was wrong with it. (2) Why revision failed in 1944. (3) Organization and work of the 1947 convention. (4) Features of the new Constitution. (5) Youth and the new Constitution.

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# News Notes and Comments

Members of the Texas Interscholastic League will vote in April on the question of whether or not to join the National High School Athletic Federation.

"Extra Pay for Extra Work," by A. I. Heggerston, in the November number of *The Bulletin of the National Association of Secondary School Principals*, treats a subject of vital interest to teachers in charge of extra-curricular activities.

High school football rules changes for 1949 are listed and discussed in the January number of *Scholastic Coach*.

Christmas cards which would otherwise be thrown away are being collected by the Chicago Tribune Public Service, Room 1510 Tribune Tower, Chicago, for redistribution to children in hospitals, schools for the handicapped, and similar institutions. The children use the cards to make designs and decorations, for copying, coloring playing games, and in collections.

For a copy of *ALCOFAX*, monthly publication devoted to education for total abstinence from the use of alcoholic beverages, write Allied Youth, 1709 M. Street N. W., Washington 6, D. C.

The closing date for the submission of manuscripts for the Annual Anthology of High School poetry has been announced as March 25. For complete information on this project, write Dennis Hartman, Sec'y, National High School Poetry Association, 3210 Selby Avenue, Los Angeles 34, Calif.

**NATIONAL BOYS AND GIRLS WEEK** will be observed in communities of the United States and Canada from April 30 to May 7. This is the 29th annual observance of this youth event. The theme this year is "Building for Citizenship". Information and program helps may be secured by writing to National Boys and Girls Week Committee, 35 Wacker Drive, Chicago 1, Ill.

According to *Idaho Education News*, only four state high school activities associations sponsor interscholastic boxing contests.

The number of regular four-year high schools decreased by 1,093 from 1938 to 1946. The three-

year senior high schools, which are a part of school systems with junior high school facilities, increased by 37.5 percent.

—N. Dak. School of Education Record

February 20-27 is Brotherhood Week, sponsored by the National Conference of Christians and Jews. Helpful suggestions and material may be secured from this organization, 381 Fourth Ave., New York 16, New York.

As a part of the observance of Latin Week in Kansas last April 19-24, the Latin I and II classes of Manhattan Junior and Senior High School put on display in the main hall of the junior high school building a score of projects bearing upon Roman life. There was a model of a Roman house, dolls dressed in Roman costume, a reproduction of the Appian Way, aqueducts, and bridges, maps marking Caesar's conquests, Aeneas' voyage, and Ulysses' wanderings. Pictures, metal work, soap carvings, even a loaf of bread made in Roman fashion were on display.

The work was again on display during the annual observance of Arts Week, May 2-7.

The State Teachers College at Farmville, Va., has announced a Student Activities Institute for elementary and high school teachers who sponsor student groups, July 11 to 23. Frieda M. Koontz, Executive Secretary of SCA will be the director.

A series of articles on "Sportsmanship—Whose Responsibility?" by the Ohio State University Committee, is being published in the *Wisconsin Interscholastic Athletic Association Bulletin*, Marinette, Wisconsin.

## STUDENT COUNCIL CONFERENCE

Plans for the 1949 National Conference of Student Councils are now being made by the National Association of Student Councils of the National Association of Secondary School Principals. Dates for the conference to be held in the Walnut Hills High School, Cincinnati, Ohio, have been tentatively set as June 20-23. Obtain details from Gerald M. Van Pool, director of student Councils, 1201—16 St., N. W., Washington, D. C.

For all a rhetorician's rules  
Teach nothing but to name his tools.

—Samuel Butler, *Hudibras*

## QUIZLETS

(Continued from page 181)

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- Faissler, M. "Experiment in the Study of Democracy," *Social Studies*, 33:343-54 (December, 1942).
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- Miner, M. "Parade of Extra-Curricular Activities, Assembly," *School Activities*, 18:297-98 (May, 1947).
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- NEW ACT . . . TEN . . . . .
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- Skinner, T. "Suggestions for the High School Assembly," *Q. J. Speech*, 33:515-20 (December, 1947).
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- mittee Grew," *School Activities*, 18:297-8 (May, 1947).
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- Weingast, D. E. "Assembly Programs Dramatize Social Studies," *Social Ed.*, 8:161-2 (April, 1944).
- Zachar, I. J. "Assembly Committee at Work," *Eng. J.*, 34:476-80 (November, 1945).
- Ziemak, J. W. "High School Assembly," *Mus. Educators J.*, 30:29-30 (September, 1943).
- Editor's note: Dr. Flaum's "Creative Assembly Activities" appeared in *School Activities* last month.

## Assembly Programs for March

(Continued from page 198)

Questions asked by the audience included: (1) What is a constitution? (2) Why is it necessary? (3) What provisions should a good constitution contain? (4) Why should pupils who cannot vote be interested and informed about the new Constitution?

The last question evoked much interest. Many and varied answers were given such as pointing out that many of the changes in the Constitution would directly affect schools.

This school assembly activity also contributed a civic service to the community. Mimeographed papers containing factual and objective information about the new Constitution were sent to parents and to friends. These flyers were planned and written by pupils and also served as invitations for adults to attend the assembly. Students conducted an active campaign to encourage adults to attend the program, and a large number of people responded. If some of the guests went to the polls and voted more intelligently on the issue of the new Constitution because of our assembly forum, then Cleveland students can feel they performed a real community service.

This special assembly program showed everyone present the American democratic way of changing government peacefully with all groups having a chance to be heard. It made concrete the thing called civic responsibility. It proved that each of us can do something about this problem in accordance with his abilities and opportunities. Developing the habit of civic responsibility cannot begin too early in life.

# How We Do It

C. C. HARVEY, *Department Editor*

## STUDENT LEADERSHIP TRAINING PROGRAM

Many secondary schools are faced with the problem of making the activity program an effective means of training student leaders. To permit students to organize an activity, elect officers, and proceed as an organization does not insure the accomplishment of the purpose on which all activities function, namely, to give opportunity for citizenship training, for creative thinking, and for intelligent action. There needs to be a carefully planned program of student leadership training.

The Student Council of Elkhart, Indiana, High School attempted to meet this problem when it inaugurated a Leadership Training Program. In this program, the faculty treasurer sets up a training period for all student treasurers; a staff member from the commercial department is asked to train the secretaries; and the assistant principal and dean of girls alternates in the training of presidents and vice-presidents.

Early in the school year, after all officers have been elected for the various organizations and clubs, a series of meetings for officers is held during homeroom periods for intensive training of the student leaders. Each officer is given training for the duties and responsibilities of his respective office. Other meetings are called from time to time and finally an evaluation of the whole program is made at the end of the year.

In these training periods the students share the problems, methods, and procedures of their group with that of other groups and together, with the assistance of the faculty advisers, have worked out many valuable suggestions for each office, a brief list of which is printed below.

**President:** To be an efficient leader of an organization, the president must first know the purpose of the work. The president must "sell" this purpose to his entire membership; try to learn the interests, experiences, and abilities of all members of the organization; delegate the work to committees and charge each committee with the responsibility of carrying out work; and develop technique which will facilitate checking on the various departments of the organization: (a) record of standing and appointed committees, (b) recommended form for committee report, (c) check list on officers of organization.

**Vice-President:** Develop different ways in

which the officers may assume leadership without becoming dictatorial in their attitude to class members; outline program suggestions well ahead to get pupils to keep on, realize the responsibility which goes along with the honor of position, and develop ability to lead, carry through in the face of possible difficulties.

**Secretaries:** Keep president up-to-date on details, committees, and business lined up and taken care of; know how to take minutes and take care of details; and develop originality in making reports varied and to the point.

**Treasurer:** Should be honest and reliable; also able to take care of details. Before leaving office books should be audited by a student auditing committee.—Doyle T. French, Assistant Principal, Elkhart Senior High School, Elkhart, Indiana.

## MAKING A SUCCESS OF JUNIOR-SENIOR PARTY

One of the events that is looked forward to the most at Kent State University High, and in almost every high school, is the annual Junior-Senior prom. At Kent State this is a formal dinner-dance sponsored by Juniors in honor of the Seniors. It is easy to allow such an affair to be a failure, but ours turned out to be a success. There were many reasons behind our success, and after serving as social chairman of our prom committee last year, I know some of them.

Of course, the first problems which faced us were the ones which naturally present themselves when an affair of this kind is attempted. We had to have money. We got most of our funds from sale of magazine subscriptions and the rest from class dues. It cost us approximately \$450.00. Next, we had to secure a place to hold the party and a band to furnish music. Both these were solved fairly easily—we secured a reservation at a nearby country club and engaged a band.

After these preliminary arrangements, a committee was appointed to carry out the final plans. Assignments were made according to capabilities, and all members of the committee worked faithfully. The hall and table decorations committees were well co-ordinated in order that both would follow the theme of the prom, which had been decided early in the planning. The dance programs were printed, and invitations were written and sent out. And even the seat-

ing committee worked hard planning the seating arrangements and making the place cards. As the day of the prom approached, everything was running smoothly and all was in readiness for the big event.

Even after every detail of these preparations had been made, the prom could easily have failed except for the fact that everyone was made to feel comfortable and at ease at the dance. Because of this fact, all were very congenial and helped to make the party a success. This feeling of being comfortable was brought on by many carefully-planned features. First, before the day of the dance all the girls and boys were instructed on the proper way to act at such a dance, so that nobody felt that he or she, was doing the wrong thing. When the committee planned the seating arrangements, the most affable people were picked for hosts and hostesses for each table. Cliques were broken up, and all couples were separated, so that there would be no pairing up at dinner. Every girl was escorted to the dinner by a boy; for each boy was given a card, on his arrival at the dance, telling him whom he was to escort into dinner. It was planned so that no boy escorted or sat with the girl he brought. Finally, no girl felt slighted because she had no corsage or else a small one, as each girl was given a corsage in order that all girls would have the same type. Through these methods we eliminated all wall-flowers, for we succeeded in making every person there feel at home.

Just before the date of the prom, a last check-up was made to be sure that everything was in order. The careful planning and hard work had accomplished their purposes, and after the party everyone had a comfortable feeling of a job well done.—Jim Baum, Kent State University High School, Kent, Ohio.

#### RELATING SCHOOL WORK TO REAL EVERYDAY LIFE

To relate the work of the school to real life outside of school is the essential purpose of all curricular and extra-curricular activities. The Public Speaking Club of Biglerville, Pa., High School, has planned a program which exhibits this idea.

The activities within the club require two speeches at each meeting, a report of the outstanding current event of the week by a committee, a study of the addresses made by local, state, and national leaders, an assembly program, several short programs over the public address system, and two social events during the year.

For the assembly program last year, the Club selected the theme of "Brotherhood". Presented

during Brotherhood Week in February, the program was built around topics which concern the welfare of our local community as well as the entire nation. Shorter programs on Armistice Day, Lincoln's Birthday, and other special occasions were presented to the student body over the public address system. This substitutes the experience of radio broadcasting and at the same time makes it possible to inject numerous shorter programs which would have to be omitted if an assembly of students were necessary.

One member of the Club represented the school in the poetry reading contest of the Pennsylvania Forensic League. This is a real life-like experience which adds much stimulus to the members.

The social events are a skating party during the first semester and a theatre party near the end of the school year, which climaxes the term's accomplishments. All members of the school may attend the skating party. The theatre party is for members of the club only. The members themselves decide the events they wish to sponsor and plan their execution.

Club activities should tend to broaden experience by the acquisition of new interests. They should help to promote the feeling of belonging among students. The program should satisfy many of the natural social urges to participate in co-operative undertakings. Pupils should gain concepts and ideals of citizenship which are impossible to be realized in the academic classroom.

Variety of worthwhile activity is the essential for successful club operation. All clubs do

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not follow entirely the same pattern in setting up their program, but many clubs are making worthwhile contributions to social adjustments of pupils. Student planning, participation, and execution of activities prepare them better to assume responsibility and to fit into real life situations. The Public Speaking Club of our high school is a good example of boys and girls working toward worthy life objectives and taking part in adult-like activities.—C. P. Keefer, Guidance Counselor, Biglerville High School Biglerville, Pa.

## COMPETITION IN ART WORK PRODUCES SUPERIOR YEARBOOK

Compiling a high school yearbook is a big task, no matter how it is done. We of Central High, Sheboygan, Wisconsin, feel that we have hit upon a plan that is invaluable in raising the general standards set by past annuals. The idea is an old one, that of competition, but its application to yearbooks seems to have struck a relatively new note.

We did not use this method throughout the entire book, copy, layout, and all. It was used only in the art work put into the book.

I ought first to outline the general idea or theme of the 1948 yearbook, called *The Lake Breeze*. We did not choose such a theme as would be typified by the ordinary run of books, or that could be put down in quotation or phrase such as "The Merry-Go-Round of Life at Jones High" or "Our Story," etc. We simply decided to make ours a book that would be indicative of "today". When asked what our theme was, we answered, "It is built on a modern theme." We felt that the present is most important, and we wanted to bring out new trends that would establish the book firmly on the path of today's progress.

But to get back to the competition idea, we started with the cover design. Although the art staff was capable and willing, its ideas were limited, naturally enough, by its small membership, so the designing of a suitable cover to get the mood and express the modern idea, was assigned to an art class as a classroom problem. When all designs were completed, they were voted upon by the class, and by the art and editorial staffs of the book. The design receiving the highest vote was accepted. Incidentally, the design was an abstract portrayal of a student's path through school. A runner-up in the competition was chosen to be used on the book jacket.

The next problem was the division pages. Again the competitive method was brought into use and the assignment was given to the same art class.

The class voted for the medium they wanted to use and decided almost unanimously on the

college. The same high grade of work and variety of ideas was evident in this problem. Five of the colleges submitted were chosen for use in the book by a vote of the class itself and the art staff.

When the question of end paper came up, the class that had done all this previous art work for the book wanted the photogram to be the medium. Since this was more in the field of photography than art, the problem was assigned to a photography class. The art staff, photography class, and the art class, which had done so much of the work, chose by popular vote the photogram to be used.

In looking over the results of all this competitive work, I am firmly convinced of the value of the idea. Instead of limiting the art work to the talents of one or a few people, we have sought to bring out the best in ideas and workmanship from a larger group, thereby having a variety of the best in the school to choose from.

If I sound a little proud, forgive me, for this wasn't my idea, but I can't help feeling that perhaps this yearbook is somewhat outstanding because of it.—Pegge Zufelt, Editor-in-Chief, *The Lake Breeze*, 1948 Annual of Central High School, Sheboygan, Wisconsin.

## AN ANNUAL EXCURSION "TO NEW YORK TOWN"

One of the most worth-while activities in which both our seventh and eighth grades have participated is our annual trip to New York City. As these two classes are in the same room in our school, we plan two itineraries so that there is no duplication of experiences in the "big city".

In the first place, this trip is planned about the middle of the year, because we earn the money to cover the costs, which, by the way, we figure and estimate in arithmetic class. We have

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almost as much fun earning the money as we have planning the trip. Parents co-operate in our earning project, and our Board of Education, realizing the value of the trips, has been paying the carfare expense of the eighth grade pupils.

We plan a "down-town" trip and an "up-town" trip, each taken in alternate years. Our down-town trip covers: train trip to Hoboken, ferry ride (a new experience to many) to Marclay Street, the walk down West Street, noting wharves, various freight shipping lines from different countries, inspection of the Fire Boat, which is generally berthed at the Battery, and then the trip to the Statue of Liberty. We carry our lunch and eat it on Bedloe's Island while waiting for the return boat. When we set foot again on Manhattan, we walk along the extreme point of the Battery, noting the old Whitehall Building, the U. S. Customs House, Bowling Green, Fraunces' Tavern (in which we visit the very room in which Washington gave farewell to his Army). We then take the bus uptown discovering (on the way) Wall Street, the Trinity Church, the New York City Hall, upon the steps of which so many celebrities have been greeted. We proceed to the Empire State Building, take the elevator to the eighty-first floor, and later to the very top from which we spot familiar sights and learn new places. We generally have time to go to the Union News Building, just beyond Grand Central Station, and examine the wonderful lobby of that building. We can nicely make one of the supper trains home.

The up-town itinerary is as follows: train trip, ferry to Twenty-third Street, cross town bus to Fifth Avenue, ride up Fifth Avenue, while I point out some of the famous shops whose names the girls recognize, then Carnegie Hall, the Frick Mansion which is now a splendid Art Museum, Riverside Drive and Eighty-first Street where we debark. We walk through the Park to the Museum of Natural History. Inside the Museum I allow the pupils to go wherever they choose after directing them where and at what time to meet in the main hall. We eat our lunch in the park adjoining the Museum and then we visit Haydn Planetarium.

We have had an extensive Astronomy Unit at school, tying in Science, Mathematics, and social studies, and so everyone is interested in what we can see at the Planetarium. After the lecture in the Sky-room, which is always awe-inspiring, we take the bus down town to Radio City. We are all ready to sit quietly for a couple of hours to see the show. Though the pupils live only forty miles from New York City, very few of our children have been there before these trips.

After the Radio City show, we go around the corner to the Automat for our supper. This is

our "late trip," as we do not arrive home until nine o'clock, but no one needs any rocking to get to sleep that night.

Several times parents have requested the privilege of taking the trip with us. There has never been a mishap. The "buddy system" is used, and the group does not move on to the next objective until we are all together and accounted for.

We do not write about our trip the next day—no composition is imposed. We find that the boys and girls use these experiences all through the year to write about, talk about, inquire about, and read about, strictly because they are really interested. Tie-ups with English, social studies, reading, Science, and Mathematics are automatically made—and Teacher? Well, she has made fourteen of these trips now and still gets a "kick" out of them, noting reactions of individual pupils, to the Kaleidoscope of experiences he is having, often for the first time.—**Mrs. Margaret E. Arnott**, Basking Ridge, N. J., Teacher at Far Hills School.

#### SIGNIFICANT NEWS OF THE DAY BROADCAST TO STUDENT BODY

One of the most active and serviceable organizations of Woodrow Wilson High School, Washington, D. C., is the Newscasters Club, which broadcasts a daily summary of significant news over the school's public address system.

The day at Wilson is divided into seven periods. News is broadcast during the beginning of the sixth period, so that all pupils will have a chance to hear it. Club members meet fourth and fifth hours, during their lunch or study hall periods, when the news is compiled, edited, and written.

From 12:00 to 12:15 p. m., the students take notes on regular radio broadcasts of news, which is "piped" to the speech classroom. The notes are then collected and the members retire to another room to edit and write the first draft of their summary. The faculty adviser then discusses the material with them, and the final copy is typed. Each club member has a chance both to read and write the news during the year. Each day the selected reader goes over the resume several times and is then ready to broadcast.

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The Newscasters Club was started during the war years to keep students and teachers informed of recent developments in the conflict. The broadcasts became very popular with the student body and were continued after the advent of peace.

Newscasters from Wilson High have participated in many radio programs over both local stations and national networks. In addition to gaining a broader understanding of community, national, and international affairs, Club members feel that they show improvement in speech and poise as a result of their experiences. All are agreed that the broadcasts develop social understanding among students and are valuable as a school activity.—Anne Ellis, Woodrow Wilson High School, Washington, 6, D. C.

#### OUR PLAN FOR REPORTING SCHOOL NEWS TO COMMUNITY

Members of the Austin, Minnesota, community consider news of the local high school very important. The high school, with the cooperation of the city newspaper, has worked out a successful plan for reporting this news to the community.

A student is selected by the journalism instructor to represent the school as its reporter. The two requirements are: the reporter must be a senior, and have had the complete journalism course. It is the duty of the reporter to cover all plays, concerts, assemblies, and other school news, except athletics, during the school year.

The correspondent has headquarters in the journalism room of the high school, and the supplies there are at his disposal. The reporter has at least two free hours in which to do his work and get copy to the editor of the city newspaper. He is on his own to get the news and write it in a way which will meet the approval of the editor. The editor and school reporter have the chance to discuss use of cuts, etc., and sometimes regular assignments are made.

Compensations for the job are: a salary from the newspaper, and two credits toward graduation. The student reporter gains valuable experience in writing and broadens his general knowledge. Keeping in daily touch with club advisers, the principal, and other key staff members is a good way to find out what organizations are doing which is of interest to the public.

This year's reporter at Austin High School has been in continuous correspondence with the exchange teacher in England from our school, and has found that her letters can make most interesting feature stories. Regular stories are the quarterly honor roll, class plays, high school concerts, assemblies, mixers, and banquets. Another source of news is talking to students and

finding experiences which can be written up in a way to interest the public. Serving as student reporter is an excellent apprenticeship for a boy or girl who expects to take up journalism as a career.—Nancy McCoy, Austin High School, Austin, Minnesota.

#### A PARTY: THIS TIME IT'S ON THE FACULTY!

Three years ago, the faculty of Holmes High School, Covington, Ky., decided that something should be done to recognize appropriately those students whose scholastic achievements had placed them on the "A" or "B" Honor Roll each grade period, and those whose attendance and tardiness records for the year were unmarred. True, they were given a printed certificate by the office and were represented by one student in the Honor Day Assembly Program, but the size of the group made more than this very impersonal recognition virtually impossible.

It was felt that their efforts were going almost unnoticed amidst the awards for athletic prowess, publication work, art accomplishments, and the like. Therefore, the suggestion was made that a social function in which the faculty acted as hosts would be enjoyed by the students... who are always eager to see their teachers in more human situations than that relationship which exists across the desk. Thus it was that the Honor Students' Tea was born!

Not only has it become one of our most anticipated culminating activities, but in its short life, has grown to be one of the most utilitarian in purpose as well. In preparation for the event, homeroom teachers assist their groups in learning the proper etiquette for the occasion. Students are eager to learn the right thing to do and say, for, to many, it means the first such social function.

Faculty committees, under the direction of the Dean of Girls and with the co-operation of the cafeteria dietician, make all arrangements for refreshments, flower decorations, and service. A personal invitation is prepared by the printing and commercial departments, and sent to each eligible student. Musical selections for the occasion are furnished by the music department. All the faculty serve as hosts.



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Now, having seen our third annual Honor Students' Tea pass into history, we feel that its success merits a place of permanency among the final activities on our school calendar. To see approximately three-hundred-fifty students and faculty members lingering in friendly comradeship amid a background of iris, peonies, and mock orange; to hear shrill adolescent chatter subdued to polite conversational tones above soft music; to feel that the correct sipping of cool fruit punch and the eating of cookies and lemon-filled cup-cakes are just as important socially as are mathematics and history academically—make us believe that our Honor Students' Tea is helping to keep alive the spirit of gentility and hospitality which has always been a matter of pride and tradition to every real Kentuckian!—**Alice E. Kennelly**, Assistant Dean of Girls, Holmes High School, Covington, Ky.

#### PHOTOGRAPHERS' ORGANIZATION SERVES SCHOOL PUBLICATIONS

"Is the strobe set up?" "Don't forget the synchronizer." "Smile now, OK, hold it." Click. "Thanks, kids, that's all." "Here, Ted, take this holder up and put it in the soup."

This may sound like very peculiar jargon to most people but it has become everyday language to about twenty youthful students at East High, Rockford, Illinois. They belong to the Publications Staff Photographers' Organization, shortened to PSPO for the sake of brevity when the club was begun barely two years ago.

Before PSPO was started, pictures for our publications were made rather haphazardly by whomever was near who could handle a camera. Finally Mr. Peers Ray, director of public school visual aids, and Mr. Harvey Anderson, now adviser of the club, decided that students might as well be organized, be taught photography, and have fun doing it.

As a starter, **East Highlights**, school newspaper, and other publications of East High gave the club a 3½ X 4½ Speed Graphic camera. Pictures made with this camera can be blown up as large as 11 X 11 with their Jur professional-type enlarger. Gradually the club has grown until now PSPO is a well-equipped camera club. First there was a hand contact printer, then an electric rotary ferrotype dryer, a stroboscopic flash unit, which eliminates the use of flash bulbs and gives a much brighter flash, and a large file case for the constantly mounting number of negatives and prints. Last, but certainly not least, is the new darkroom built by the Board of Education in the club's headquarters. To show their enthusiasm for the new addition, several members took it upon themselves to paint and

varnish it and install ventilators and safelights.

New members begin training by working on files, assisting photographers, or helping in the darkroom. After they have gained basic knowledge, they indicate a job preference, and their choice is considered in making permanent assignments.

At first the club went far into debt for equipment, but now it is on a sound financial basis. It is financed completely from the sales of pictures. Part of these go into two student publications, **East Highlights**, and **Argus**, the yearbook, which may make orders for whatever pictures they want taken, and the rest go to the student body, who may order any picture on file or have request shots taken.

To stimulate interest in photography, three picture contests have been sponsored by the club for its members. In the first two a pinhole camera made by the student had to be used. A pinhole camera is nothing more than a black-lined box with a shutter that is moved by hand. In the third contest any camera could be used, but the picture had to pertain to Christmas.

The students have taken on all the work of the club. First, they must check the orders from publications, then take the pictures, develop, print, and enlarge them. Even though the club members have become quite accomplished in each of their fields, they admit that they still have room for improvement.—**Wanda Kronvold**, East Rockford High School, Rockford, Illinois.

#### WE FOUND A METHOD OF "PAINLESS FINANCING"

The Occupational Therapy Club of Western Michigan College has been no different from numerous other girls' clubs, financially, since its inception—usually teetering on the boundaries of a slim and tortured budget. The various available ways of raising money seemed insufficient and unsatisfactory until someone thought of a sale.

Now, it is admitted that sales—be they rummage, auction, or "specialty" affairs—are sometimes just a worn, dusty dodge to separate people from their coin with little in return. But this was to be different! As the idea originated shortly before Christmas, it became a Christ-

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mas sale and has filled a definite yearly need at that season ever since. And the sales material was always to be of excellent quality. After all, the club members are Occupational Therapy students being trained in arts and crafts for use as therapeutic treatment. Here was an opportunity to show their creative skill.

One article is expected from each club member for the sale. With instructors co-operating to the extent of allowing a class period in many of the crafts for working on these projects, some girls even turn in two or three things. It has been obvious that they enjoy doing them and, with no precise stipulations set as to type or kind of objects desired, there has been a wide variety. This ranges from knit baby things to wood carvings, and to plastics to fine embroidery.

Responsibilities of the actual sale are delegated to committees. One group secures permission for the sale, and arranges for the place and the facilities needed. Another group handles all publicity, including accounts in the school and local papers and posters on all bulletin-boards. One committee sets up a simple accounting system to list incoming articles, credit them to the donator, and list the selling price. The first year the actual pricing was done under experienced supervision. Since then the girls have done it alone. They are also responsible for actually setting up the sale—displaying the material, providing wrapping paper and string, and securing an adequate supply of change. It has never been necessary to appoint salesmen, for more than enough voluntarily sign up for each hourly shift. The last delegation of responsibility is to the club treasurer, who is responsible for the final accounting and report to the club.

All of the sales, to date, have gone well. With the exception of a few of the usual "duds," all merchandise is sold in a few hours with both faculty and students buying. All of the foregoing account indicates that this project is a financial success. It is! With no overhead, and attractive merchandise which rates high prices, the club cannot miss a handsome profit. But it is not for that reason alone, that the activity is encouraged.

As Occupational Therapists, the girls will eventually have many patients preparing hand work under their direction, or for them. While the articles produced is incidental to the treatment received during production, it is still a concrete, actual object for which some provision must be made. In some circumstances, the products go directly to the patients. But the major-

ity are turned in to the hospital for use there, or exhibited and sold. In either case, careful records are essential. All of the steps and procedures in the Club's Christmas Sale are duplications of the daily routine procedure in an Occupational Therapy department sales room. No amount of advice in lectures as to what the distribution of finished articles entails for the Therapist brings the facts as clearly to mind as this actual experience.

So, aside from the financial benefits, the sale can really be called educational. It might seem, in fact, that this article should be titled not "Painless Financing," but "Painless Learning."—JANE THOMAS, Teacher of Occupational Therapy, Kalamazoo, Michigan.

### Honor System in Amarillo High School (Continued from page 184)

teachers, and (5) the cultivation of attitudes of friendliness, congeniality, co-operation, and appreciation of services. There are other goals set for the System, such as honor study halls and academic honesty on written work and examinations.

The System has been highly successful, to date, in at least two respects: (1) contribution to school morale and (2) the production of pleasant working conditions.

### Student-Made Yearbook Covers (Continued from page 186)

lapped the creased edges of the cover material by a small margin were fastened on. Only the edges of the end-sheets should be pasted, to avoid wrinkling. Don't judge your finished product until these have dried! Binding was of the plastic comb type.

One hundred students worked on these covers — 800 individual pieces — and did an unusually uniform job. Each student put in three hours, and the adviser 12 hours of instruction, inspection, and supervision, with the result that our book had the look of a fifty-cent cover for only ten cents!



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## THE ART OF THE FUTURE

Every age has had its own art, the art which best expressed its aspirations. The art of the next century or so may be the art of teaching. Why not? To mold human beings into their finest possibilities involves the same epic struggle to create beauty and harmony out of stubborn material limitations which is the foundation of all great art.—*Dorothy Canfield Fisher.*

"Outdoor sports, despite their zest and fun, are often neglected even in communities most favorably situated for their enjoyment. Survey the recreation facilities and opportunities for your town and its environs. You may find many not properly utilized, and discover others that have never been thought of before—for example, sites for skating rinks, ski and toboggan hills, snowshoe and hiking trails over hills and through dales."—*Ernst A. Stewart in The Lion.*

If you want to be free, there is but one way: it is to guarantee an equally full measure of liberty to all your neighbors. There is *no other*.—*Carl Schurz.*

## Comedy Cues

### LITTLE ANGELS

Father: "What does *monere* mean?"

Son: "To warn."

Father: "Can you think of any English word that comes from that?"

Son: "Sure! *Monitor*, the fellow that warns the kids when teacher's coming."

### NO SACRIFICE TOO GREAT

"I have taken up story writing as a career."

"Sold anything yet?"

"Yes. My watch, my saxophone and my overcoat." — *Balance Sheet*

### CUSTOMER'S ALWAYS RIGHT

"Willie," the teacher asked the new pupil, "do you know your alphabet?"

"Yes, ma'am, said Willie."

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"Well, then," said the teacher, "what letter comes after 'A'?"

"All of 'em" said Willie. "All of 'em."

—*Merriments*

### CHANCES BE BLOWED

Smythe's family had warned him to watch his table manners because daughter's young man was coming to supper. To avoid making a bad impression on the suitor, he had promised not to eat with his knife, or dip his bread in the gravy. The meal progressed nicely, until the coffee was served. Smythe poured it into his saucer, while his wife and daughter looked daggers at him. Finally he raised the saucer to his mouth, and said "Listen, one word out of any of you and I'll make bubbles!"

—*Journal of Education*

### SHATTERED ILLUSIONS

I took her to the castle,

I took her to a show;

I took her almost everywhere

A girl and boy could go.

I took her to swell dances,

I took her out to tea;

When all my dough was gone, I saw

SHE HAD BEEN TAKING ME!

—*The Rosalian*

### SILENCE IS GOLDEN

Betty: "I have the smartest dog."

Letty: "Why do you say that?"

Betty: "I asked him what 2 minus 2 was, and he said nothing."—*Martin Co., Minn., Schools Bulletin.*

### GOOD WORK

A beauty parlor has this sign in the window: "Don't whistle at a girl leaving here. She may be your grandmother!"

—*Wisc. Journal of Education*

### MAYBE SO

"Why are the medieval centuries called the 'Dark Ages'?"

"Because it was knight time."

—*Senior Scholastic*

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